

UMASS BOSTON

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The Chancellor's
Annual Report

Sherry H. Penney
Chancellor

UNIVERSITY OF MASSACHUSETTS

University of Massachusetts Boston

UMass Boston

UMass Boston

1992-1993 Facts in Brief

Total number of students:	11,775
Undergraduate	9,509
Graduate	2,266
Their median age	26
Percentages of students of color	
Asian	6.7%
Black	10.4%
Cape Verdean	0.6%
Hispanic	4.0%
Native American	0.4%
Percentage of female students	55.6%
Percentage of Massachusetts residents	94.6%
Number of degrees awarded	
Bachelor's degrees	1,579
Master's degrees	508
Doctoral degrees	3
Number of alumni (including Boston State College)	47,322
Full-time faculty	457
Percentage holding doctorates	87%
State-funded positions	1,187
Non-state-funded positions	263
Operating budget	\$112.9 million
State appropriation	\$38.7 million

1993-1994 Tuition and Fees

1993-94 tuition and mandatory fees for
Massachusetts residents

Full-time undergraduate students	\$2,122 per semester
Full-time graduate students	\$2,409 per semester



*T*he 1992-93 academic year at the University of Massachusetts Boston heralded a new stage in our development as a distinguished public urban institution. Our teaching, research projects, public service initiatives, and economic development ventures—whose full range this report can only suggest—gained fresh ground in addressing the needs of Massachusetts and its people. Looking ahead to the year 2000, I believe that what we achieved has given the University added strength, particularly for meeting the challenges of our urban mission.

We continued last year to nurture pluralism. We enrolled more men and women of color than ever before, and we implemented a University-wide diversity curriculum requirement. Our vision of tomorrow embraces an increasingly multicultural student population, reflecting the nation's and the state's rapidly changing demographic profile by promoting more skillful and imaginative ways for faculty and staff to serve the people who come to us to better their lives.

I see UMass Boston expanding a curriculum that already responds to the needs of a changing student body. We are an innovative campus, active in such emerging fields as the development of critical and creative thinking processes and the search for new ways to teach higher math skills to those entering a technologically demanding world of work. Our recent emphasis on strengthening the sciences and our special expertise and capacities in environmental sciences, policy, and management provide necessary understanding

of our complex world. And the competency-based, flexible curriculum at one of our colleges offers non-traditional students effective non-traditional methods of instruction and evaluation.

We have now joined wholeheartedly in a university-system-wide effort for all five campuses to play a bigger role in the economic development of the state and region. From our earliest days, we have trained highly motivated, well educated students for the workforce. Indeed, the economic impact study we issued during the year demonstrates how powerfully our alumni contribute to the state's material well-being. More and more of our intellectual capital from now on will be devoted to ventures that will help Massachusetts compete in the national and global marketplaces. Our institutes and centers for research and public service will obviously stay involved at the grassroots, state, regional, and even national levels to obtain for the Commonwealth its just economic rewards.

Linked very directly to our urban mission is our need to become engaged in the world beyond the Bay State. All students on our campus must pursue courses of study that lead them to a higher level of international understanding. We attract more and more students from other lands. During the year we nurtured educational and research partnerships with governments, businesses, and individuals in Japan, China, Central America, Cuba, Mexico, Eastern Europe, and the Commonwealth of Independent States. The communities we have served since 1964 now belong to a complex global community whose members share many problems, and many aspirations. We must apply our commitment to the highest academic standards and our tradition of public service not only to the new pluralism in our own country but also to the myriad interrelationships of the global village.

As always, UMass Boston remains an open university, dedicated to sharing its comprehensive resources with all segments of society. This we have done aggressively during the year, and will continue to do. Individuals, groups, schools, and businesses, from our neighboring communities and beyond, must continue to draw on our intellectual capital and know-how. UMass Boston is a dynamic organism, and our faculty, staff, and students remain ready and eager to meet the demands placed on them. In this way will UMass Boston help create both a better campus and a better world.



Sherry H. Penney
Chancellor

AN OVERVIEW OF UMASS BOSTON



The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges praised UMass Boston's response to the Commission's fifth-year interim accreditation report of 1990. The University was commended for "its ability to reallocate its resources to support development of doctoral programs while maintaining the quality of its undergraduate programs."

A Commendation



The State Legislature created UMass Boston in 1964 to provide the people of the eastern part of the Commonwealth with opportunities for a postsecondary education of excellence. UMass Boston today belongs to a five-campus state university system. During the 1992-93 academic year, the University attracted more than 11,500 full- and part-time students of varied cultural and economic backgrounds to its undergraduate, certificate, and graduate programs.

The University is a doctoral degree granting institution with a well-articulated urban mission. In its 29 years of existence UMass Boston has built several academically notable departments, and can claim nationally prominent faculty members. It is also recognized as a model of excellence for urban universities. Its student body is as diverse and vital as metropolitan Boston itself—over 22% are persons of color, the highest proportion at any public university campus in New England.

Three founding principles—access, diversity, and excellence—guide the campus. In recent years, the University also has incorporated into its vision and goals these vital components: public service, innovation, economic development, and quality of life. Among its unique attributes, UMass Boston:

Senior Amanda Burton testified in Washington, D.C., last spring on President Clinton's national service plan. Burton, who graduated in June with a degree in psychology, appeared on the C-Span television network and National Public Radio.



The two principal negotiators in talks aimed at ending white minority rule in South Africa were the main speakers at UMass Boston's 25th annual commencement exercises. Cyril Ramaphosa, secretary general of the African National Congress, and

Roelof Meyer, South Africa's minister of constitutional affairs and communication, urged the United States to drop economic sanctions against their nation.

Commencement '93

- Provides access to a university education for all qualified students. In the aggregate, the University's academic units offer undergraduates more than 100 majors, minors, concentrations, and other programs of study, and to graduate students more than 30 programs and tracks. There also is a wide array of continuing education courses.

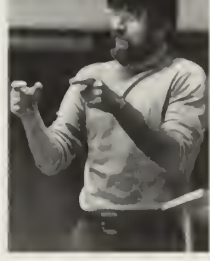
- Offers PhD programs in clinical psychology, environmental sciences (with a track in environmental biology), gerontology, and public policy, and an EdD program in education—programs focusing particularly on urban populations and issues.

- Supports research and public service ventures, along with economic development initiatives, to meet the needs of Massachusetts citizens.

UMass Boston began its life in downtown Boston. The new institution, however, quickly outgrew its Park Square campus, and in 1974 moved most of its programs into a newly constructed complex of buildings on Dorchester Bay. The University's strong undergraduate arts and sciences curriculum soon expanded to include programs in public and community service and in management. A wide range of master's degree programs was also begun. In 1982, consolidation with Boston State College brought venerable traditions to UMass Boston and added programs in education, criminal justice, nursing, and physical education.



In 1992-1993, UMass Boston awarded 1,579 bachelor's degrees, 508 master's degrees, and three doctoral degrees, as well as 62 undergraduate certificates, eight graduate certificates, and 30 certificates of advanced graduate study.



The 1980s also saw rapid enrollment growth, the development of several research and public service institutes, and the establishment of a number of graduate programs leading to the PhD. In keeping with the land grant tradition of the University of Massachusetts dating from 1863, UMass Boston's mission calls for research and service as integral elements of its activity. Faculty and staff at UMass Boston's five colleges engage in wide range of research projects; grant and contract awards have increased substantially in recent years (by 65% since 1988). The University works actively and closely with neighboring schools to improve the quality of public education. Public service is given particular emphasis by the University's institutes and centers for applied research; the first was established in 1970 and the campus now has almost twenty.

Faculty research contributes significantly to the well-being of metropolitan Boston. Faculty members explore questions of immediate relevance to urban policy and action. They undertake studies of such problems as arson, the health needs of Boston's black citizens, the economic status of the elderly, job opportunities for Hispanics, the effects of social and economic conditions on the mental health of families, critical care gerontology, the preservation of vital marine resources, the state's financial problems, and racial and ethnic attitudes in Massachusetts cities.

Since 1988, the University has suffered drastic cuts in state funding, forcing it to trim faculty and staff, reduce class sections and substantially raise student tuition and fees to balance operating budgets. Despite these fiscal challenges, the University, through careful realignment of resources, has preserved its academic integrity. In the last two years, for instance, the University implemented new doctoral programs in public policy and education, welcomed to the Harbor Campus the highly regarded Women in Politics and Government Program, revised the teacher certification curriculum to comply with current state requirements, implemented a university-wide diversity curriculum requirement, established a formal partnership agreement with Chukyo University in Nagoya, Japan, and set up the Harbor and Coastal Center, the Center for Labor Research, and the Asian-American Institute.

UMass Boston is now immersed in a comprehensive, institution-wide planning process, looking ahead to the year 2000. New intellectual ventures are underway, and others are planned to keep the campus in the front rank of distinguished public urban universities.

New Pier

The University and the Kennedy Library and Museum joined forces with the state's Department of Environmental Management to build a new pier at Columbia Point next to the library. It serves as a docking facility for research vessels and passenger boats.





University-raised funds supported merit-based scholarships given to 64 undergraduates. UMass Boston contributed \$750,000 to support scholarship winners, in addition to the \$1.5 million in curriculum fee waivers extended to financially needy students.

Support for Students



Biology Professor Manickam Sugumaran received a \$750,000 grant from the National Institutes of Health to continue his research into desclerotization--the method insects use to grow hardened cuticles as protection against insecticides.

The teaching and learning activities of UMass Boston are centered in five colleges, the Office of Graduate Studies and Research, and the Division of Continuing Education. The University has a demanding curriculum and a faculty of unusual depth and distinction. High standards are set for graduation. Many students exceed them, and more than 20 percent of our undergraduates following commencement enroll in some of the nation's most prestigious graduate or professional schools.

The College of Arts and Sciences (CAS) gives students a full exposure to the liberal arts and sciences. A sampling of CAS undergraduate majors—there are 35 all told—includes biology, black studies, several classical and modern languages, chemistry, computer science, psychology, sociology, and theater arts. CAS also collaborates with the Graduate College of Education to prepare students for certification in elementary and secondary education, and has numerous programs of study and course groupings in such areas as alcohol and substance abuse studies, Chinese language and literature, engineering, Portuguese studies, and professional writing, among others.

During the last year CAS held a series of diversity workshops for college faculty and department chairs. Their aim: to heighten awareness among faculty of the special considerations that arise in dealing with students from different backgrounds. Faculty were presented with case studies and examined techniques for teaching diverse student populations. Such workshops clearly help to instill in faculty and students an appreciation of each other's cultures and backgrounds.

Last fall, the University instituted a campus-wide diversity requirement—the result of many months of thoughtful interchange among faculty, staff, and students. Undergraduate students now take at least one course that focuses on populations whose contributions have historically been overlooked. The diversity requirement covers a broad range of identities—groups marginalized because of ethnic or racial background, age, disability, gender, social class, or sexual orientation. A \$150,000 Ford Foundation grant supported many of the information-gathering efforts, consultants' visits, and discussion and planning sessions that led to this enhancement of our curriculum.

The U.S. Department of Education awarded two faculty members—mathematics professor Linda Kime and professor Judy Clark of the Graduate College of Education—\$340,306 to develop for replication an innovative method for teaching college-level algebra. This promising new approach, now employed within CAS, is intended to make algebra more meaningful for students by expressing equations in “real-world”

terms, rather than by using abstract numerical values. The University also continued its outstanding achievement in creative writing. CAS English professors Chet Frederick and Ron Schreiber each won creating writing fellowships from the National Endowment for the Arts (NEA). It was the second time since 1990 that UMass Boston has had multiple NEA Fellowship recipients in the same year—a rare accomplishment.

New science programs and courses will be added to our core of undergraduate and graduate programs to help prepare students for positions in such emerging areas as biochemistry and the environmental sciences. Central to the University's approach to a science is the belief that laboratory and field work are essential. Our undergraduate and graduate students are engaged in many areas of research. A National Science Foundation program over the summer enabled eight students to conduct lab and field studies in ecology and conservation biology.



AN HONOR FOR NURSING STUDENTS

The enthusiasm and dedication of our nursing students was noted by the Massachusetts Nurses Association, which presented the campus-based Student

Nurses Association with a 1992 membership award recognizing its high degree of student involvement.

Students and the University administration organized a series of events in February to express a renewal of the campus community's commitment to diversity and tolerance. The day-long celebration featured discussions and artistic presentations stressing the importance of diversity in higher education.

DiVERSITY *Diversity* CELEBRATING DIVERSITY

The College of Management (CM) offers both a bachelor of science degree and an MBA, as well as certificates in accounting and management information systems. Students receive a strong background in fundamental courses and go on to choose from concentrations in 12 specialized areas of accounting, finance, general management, management science and information systems, and marketing. CM is a serious and exciting environment where students explore innovative ideas in resource management. Faculty prepare women and men for the complexities of the global marketplace and stress the necessity for tomorrow's business leaders to understand modern technologies.



In the last year CM established its \$100,000 Computer Resource Laboratory, a state-of-the-art facility allowing the college to offer highly advanced courses plus access to computer networks. Such access will further enable undergraduate and MBA students, as well as faculty, to conduct sophisticated research projects. One of CM's most significant resources is its alumni, several of whom participated in last year's business lecture series for students.

CM became the first business school in the Boston area to establish a specialization in environmental management for MBA students. The specialization is offered through a collaboration of the University's MBA program and the MS program in environmental sciences. CM has begun offering its MBA Program at the campus of Cape Cod Community College in West Barnstable in cooperation with the Cape Cod Center for Graduate Education. The program, suitable for students with undergraduate degrees in a wide range of fields, offers courses in accounting, finance, public management, health management, international management, human resources management, marketing, operations management, decision sciences, management information systems, and environmental management.



Gridiron Heroes



Sean Munroe (r.), a wide receiver, broke the NCAA Division III record for pass receptions, becoming the first UMass Boston football player to earn All America honors. He and quarterback Steve Austin (l.) received Gold Helmet awards from the New England Football Writers Association, and *Sports Illustrated* named Austin player of the week.



Margaret Adams of Chelsea, who came to the United States from Cuba, won the 1993 John F. Kennedy Award for Academic Achievement, the highest honor given each year to a graduating senior. Adams delivered the student address at commencement. She is pursuing a teaching career.

Award Winner

Faculty Honors

Two outstanding faculty members received prestigious honors: the annual Chancellor's Distinguished Scholarship Award went to history professor Clive Foss; and the Chancellor's Distinguished Teaching Award was given to CPCS professor Ann Withorn, director of the Graduate Program in Human Services and CPCS's acting associate dean of academic affairs.

The College of Public and Community Service (CPCS) provides many working men and women with the education needed to further their careers. CPCS students choose among seven academic centers, and combine course work with a variety of field-based activities to achieve competencies, the College's basic unit of evaluation. They might pursue research on housing needs in Chelsea, resolve landlord-tenant disputes, or assess the effectiveness of a community agency. CPCS students typically possess a strong sense of commitment to public and community service. Many are in mid-career, working in fields related to their academic interests at CPCS. The median age of CPCS students is 37, and 60% hold full- or part-time jobs. Fifty-eight percent are women, and 30% are people of color. The resulting mix of students learning with and from one another gives CPCS its unique character.



Here are two endeavors from the last year typical of CPCS's commitment to solving "real world" problems: a three-year agreement to provide health care training to Boston public school students, and a plan to establish a master's degree program in dispute resolution. The pragmatic spirit that embodies CPCS was evident last year as the College relocated from its longtime location in downtown Boston to the Harbor Campus. CPCS chose to make the relocation a catalyst for reexamining and strengthening its ties to the communities of Boston. As it celebrates its 20th anniversary this year, CPCS has adopted a theme of rebuilding.

UMass Boston political economist and McCormack Institute Senior Fellow Barry Bluestone, together with his father, Irving Bluestone, a former vice president of the UAW, published *Negotiating the Future: A Labor Perspective on American Business*. The highly acclaimed book prescribes a cooperative strategy for American labor and management.



Anthropology professor Stephen Mrozowski won a Colonial Williamsburg Foundation Fellowship to study the remains of Virginia's Jamestown settlement. He also has led a team of University archaeologists on a Cape Cod dig to uncover the first physical evidence of Native American farming in New England.



Historical Archaeology

The College of Nursing (CN), one of the nation's largest and finest nursing schools, prepares women and men for rewarding nursing careers. It also offers those already working as RNs an opportunity for professional growth. Its curriculum includes a solid foundation of science and humanities courses and a range of clinical experience in leading hospitals, health centers, hospices, and nursing homes. The Human Performance and Fitness Program, housed within CN, gives students both a strong scientific background and the professional skills needed for careers in teaching, athletic training, and exercise physiology.

CN enrollment grew last year (Human Performance and Fitness went up 23.7%). Curriculum changes reflected the growing demand for skilled nursing administrators. CN's master's degree program expanded to include the functional area of clinical specialist. CN also developed a proposal to combine a MS in nursing with an MBA and completed plans to offer its MS program at Cape Cod Community College. Six Boston-area health care organizations joined the extensive list of institutions where CN students gain clinical experience.

NEW
IDEAS
FOR
TEACHERS

The Massachusetts Field Center for Teaching and Learning, at the Graduate College of Education, joined by GCE's Institute for Learning and Teaching, sponsored the Massachusetts Academy for Teachers, bringing together 125 local elementary and secondary school teachers to explore new ideas about education.

Science Teaching Workshops



● Middle and high school teachers from Greater Boston joined summer workshops on the campus to increase their scientific knowledge and upgrade science courses at their schools. Funding for the program comes from a \$394,000 National Science Foundation award to the University's Center for Advancement of Teaching in the Sciences.

CN's students continue to excel—96% of the college's bachelor's degree recipients passed the state's February licensing exam—and to be involved in many volunteer enterprises in both the Boston area and beyond. CN volunteers worked in the health clinic at the Pine Street Inn, helped AIDS patients at Boston hospitals and hospices, and worked at rape crisis centers and food distribution organizations, and in a Romanian orphanage and a rural Arkansas clinic.

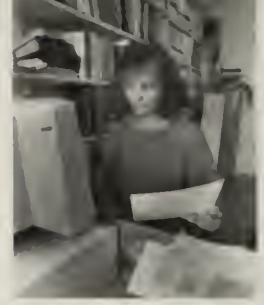
CN faculty members received many grants for research on such topics as the home health care industry, hospital staffing trends, and how caring for a family member can be a burden to families. They also sponsored several research conferences—for example, a seminar on preventing substance abuse by pregnant women.

The Graduate College of Education (GCE) offers a range of programs leading to a master's and now, for the first time, a doctoral degree. For two decades the college has cooperated with elementary, middle, and secondary schools in Greater Boston to enhance teacher training and development.

GCE joined with Harvard's Graduate School of Education, several community-based organizations, and several Boston public schools in a consortium dedicated to reducing violence and drug abuse in Boston. Faculty members are working on a curriculum that will empower teachers and adult leaders to work effectively with young people. GCE's Institute for Learning and Teaching (ILT) is especially active in improving education in the metropolitan area. ILT-sponsored programs address concerns ranging from children's writing and literature to scientific understanding of the marine environment. (Please also see "Public School Partnerships," starting on p. 21 of this report.)

GCE's Graduate Program in Counselor Training was accredited by the Council on Rehabilitation Education—an important recognition of the program's quality and high standards. The Graduate Program in School Psychology was one of five such programs in Massachusetts to be recognized by the National Association of School Psychologists.





Graduate programs are offered at the University at the doctoral level in clinical psychology, education, environmental sciences (with a track in environmental biology), gerontology, and public policy. Graduate programs at the master's level are available in a range of programs related to business, education, the humanities, human services, nursing, the sciences, and public policy. Other offerings available in several academic areas include Certificate of Advanced Graduate Study (CAGS), and graduate certificate programs. Our graduate student enrollment has risen by nearly 15 percent in the past five years. The largest increase is in the College of Nursing, which accepted its first graduate students in 1987 and since then has more than tripled graduate enrollment. Significant increases have also been registered in master's degree programs in American civilization, applied physics, chemistry, and education.

UMass Boston continues to explore avenues of growth in doctoral studies. The first class of EdD students entered in the summer of 1993. The PhD program in public policy begins its second year. Meanwhile, enrollment is climbing in PhD programs in clinical psychology and gerontology, while environmental sciences holds steady. We awarded three PhD degrees in 1993 and we expect nearly 150 doctoral students to attend the University this fall.

The Division of Continuing Education (CE) extends the University's resources by offering credit courses at additional locations and times, and by developing new non-credit programs to meet the educational and training needs of today's workers. CE serves individuals and professional groups of all kinds. While maintaining the same high academic standards as other University programs, CE offers unusual flexibility. Programs are scheduled during the January "wintersession" and the summer, as well as during the academic year.

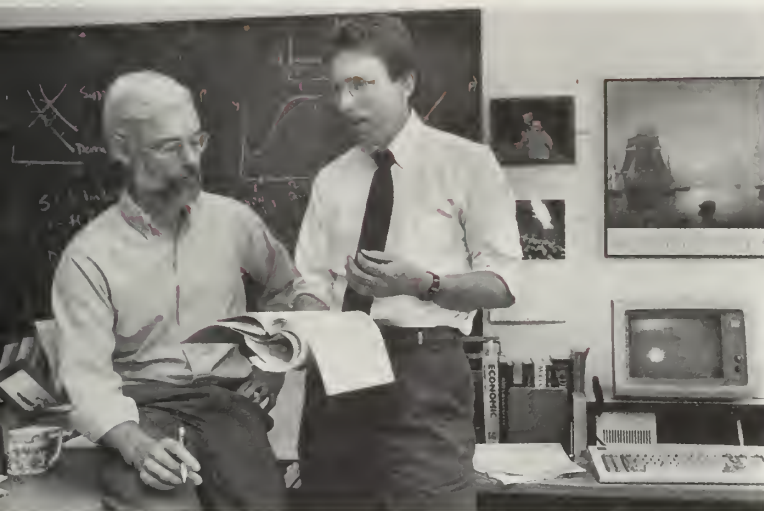
In 1992-1993, over 9,600 students enrolled in CE-operated credit courses, and nearly 700 took part in non-credit professional development programs, including a new certificate program in government auditing, the only university-based program of its kind in the country. Professional seminars are another Division specialty: last year the American Psychological Association recognized CE as an approved sponsor of continuing education for psychologists.

CE-sponsored special-interest academic programs included the Graduate Certificate Program in Women in Politics and Government, the archaeological field school on Thompson's Island, the playwriting and performance series on Nantucket Island, the certificate program in Spanish translation and interpretation, and the American Studies Summer Institute (held in cooperation with the JFK Library). Perhaps the highlight of these was a summer program in oceanography and marine resources, in which participants first performed experiments at UMass Boston's field station on Nantucket, then sailed aboard the tall ship *Sylvina W. Beal* from the Harbor Campus to Mystic, Connecticut.

In recent years, CE has increasingly sought to develop international programs. Last summer it brought executives from the former Soviet Union to the University to study Western business practices, held seminars on Japanese management techniques, and sponsored a four-week trip to China for American artists interested in Chinese painting. Also, for the 21st year, CE offered undergraduate courses at Massachusetts correctional institutions. Over 500 prisoners participated.



A FORCE FOR ECONOMIC GROWTH



The National Science Foundation awarded UMass Boston \$270,000 to enhance high school science teachers' knowledge of physics and help them improve their schools' curricula. The grant is part of a \$1.2 million funding package the NSF distributed for the program among four University of Massachusetts campuses.

Combating Pollution

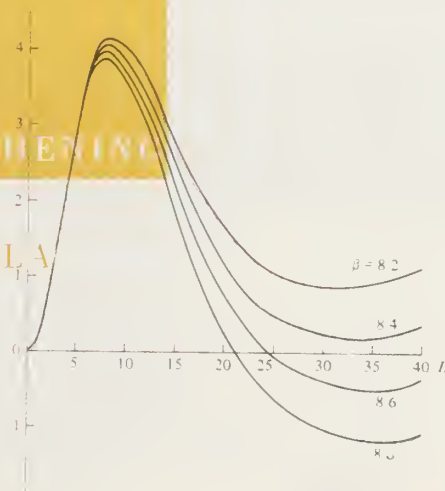
The Urban Harbors Institute held a two-week training course involving tours and talks with U.S. officials for 11 environmental and government representatives from Bulgaria, Romania, and Turkey who are concerned about near-catastrophic levels of pollution in the Black Sea.

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Mass Boston continues to concentrate on an activity that promises substantial dividends to the campus, the University system, and the state—economic development. Proposals were made in FY 1993 to construct environmental business and technology facilities at the campus. The University also hopes in the near future to join forces with Chelsea in operating a materials reuse and recycling center, and with Bunker Hill Community College in providing technical assistance and training to Boston manufacturing firms. These two projects would fall under a joint University system and Commonwealth venture called the Massachusetts Manufacturing Modernizing Partnership (M3P).

Of longstanding importance has been the education and training of the Commonwealth's workforce. Approximately 90% of our graduates continue to live and work in the state following commencement, and their contributions as skilled workers and managers to maintaining a healthy business climate are considerable. As Barry Bluestone—the University's Frank L. Boyden Professor of Political Economy and a McCormack Institute Senior Fellow—discovered, the state's support of UMass Boston's educational programs is a "lucrative and risk-free investment for the Commonwealth."

STRENGTHENING PHYSICS CURRICULA



More than 38% of fall 1992 entering freshmen were persons of color, with African Americans representing more than 16% of the first-year cohort, and Latino students over 8%.

38%

The University commissioned *Enviro-Lab III*, a 65-foot, \$400,000 fiberglass craft designed for marine research. The vessel is used by faculty and students and serves the Harbor Explorations Program, which each year since 1985 has introduced more than 10,000 students and 1,000 teachers to Boston Harbor's environmental problems.



In his economic impact study, pursued at the request of Chancellor Penney and released in January 1993, Professor Bluestone employed innovative methodology to project and analyze the future earning power of the University's 1991 graduating class. In assessing the benefits and costs of the state subsidy to the University, he found that for every \$1 the state spends on its main urban campus, it gets back in additional income and sales tax \$1.57. This represents an 8.9% rate of return on investment, significantly more than what the state could earn through long-term U.S. Treasury Bonds, corporate bonds, or even the typical mutual fund.

Specific economic development activity at the University in FY 1993 covered a wide spectrum of local, state, and international involvement:

- The College of Management and the Division of Continuing Education began a one-year program in September for high-level general business and oil and gas executives in the former Soviet Union to teach them American management principles and English. The 37 executives who finished the program are now spending another year with American companies. The expectation is that these executives over time will form joint ventures with Massachusetts companies.

- The Labor Studies Program was involved in a Ford Foundation-supported project to evaluate a venture that places workers from nine hospitals throughout the state in educational courses and internships to prepare them for increasing responsibilities in health care. Hospital workers take courses in basic college-preparatory skills and medical terminology, and receive training to enter careers in such fields as X-ray technology.

- The Graduate College of Education began using federal, state, and private grants that will total \$3.5 million over five years to examine the growing problem in Massachusetts (as well as throughout the nation) of the lack of employment opportunities for special needs students, and to find ways to create job openings for them.



- The University expanded its range of certificate programs for those needing to upgrade their skills and retool for new job opportunities. New programs were developed in management information systems, accounting, geographic techniques, and preparation for careers in health care, biotechnology, and biomedical science. These new offerings joined established certificate programs in such fields as communication, computer science, legal education, and technical writing.

- As part of an effort to help the state improve its fiscal balance sheet, the McCormack Institute was instrumental in developing for Massachusetts the Municipal Medicaid Program. Its successful implementation will help cities and towns recover about \$30 million annually in reimbursements for Medicaid-eligible special education students. By the end of the current academic year, the Institute will have helped generate \$350 million in significant cost savings and new revenue for the Commonwealth by working with state agencies to increase federal reimbursements and improve the efficiency of Medicaid and other delivery programs.

- UMass Boston became one of four universities participating in a national project funded by the Ford, Russell Sage, and Boston foundations looking into the relationships among job opportunities, racial and ethnic attitudes, residence, and segregation.

- The University developed close ties with the Environmental Business Council, an organization of companies and corporations concerned with environmental issues. The campus cooperated with the council to promote an agreement with the Mexican Confederation of Industrial Chambers to provide methods of technology transfer to Mexico and to train Mexican environmental workers here.

- Our Urban Harbors Institute studied the economic and logistical impacts of the Cape and Islands ferry system as part of a \$750,000 federal grant project to assess the U.S. water-borne passenger industry. The research will be used to guide transportation planning decisions in the Bay State. The Institute also took part in initiatives to revitalize the waterfronts of two Boston-area municipalities, Chelsea and Quincy. Institute staff offered technical assistance, and at one point acted as facilitators in decision-making processes.



Women in Politics and Government

The University of Massachusetts Boston

The Graduate Program for Women in Politics and Government enrolled its first class at UMass Boston. Designed for women who seek careers in public service, the program combines political education, research, and internships. Moving to the University from Boston College allows it to expand its offerings and broaden its accessibility.

A UMass Boston figure skating duo finished third in the pairs dance competition at the Winter World University Games held in Zakopane, Poland. Wendy Millette of Concord and Jason Tebo of Northborough were the highest finishers among three dance pairs representing the U.S. Figure Skating Association at the meet.

Research and scholarship play important roles in maintaining UMass Boston's all-important links to neighborhood, community, city, state, and region.

Research activity and community service at UMass Boston continue to prosper. Faculty, staff, and students are involved in many projects aimed at improving the quality of life in Boston and elsewhere. In 1992-1993 UMass Boston was awarded nearly \$11.8 million in grants and contracts for sponsored projects. This represents a 5% increase from the previous year, and a 65% increase since FY 1988. The most active underwriter of University research remains the U.S. Department of Education. Other significant sponsors are the National Science Foundation, the National Institutes of Health, the Commonwealth of Massachusetts, and the City of Boston.

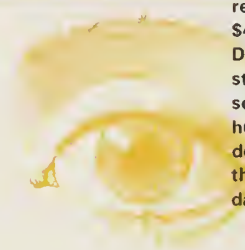


Sunflower Genetics

Biology professor Richard Kesseli received a grant for \$200,000 from the U.S. Department of Agriculture to conduct research on the genetic makeup of certain plants in the sunflower family. Kesseli's work will help plant breeders genetically engineer disease-resistant plants as an alternative to using pesticides.

EYE PROTECTION Library

Professor D.V.G.L.N. Rao of the Physics Department received a three-year grant of \$467,653 from the U. S. Department of the Army to study a material that may someday help protect the human eye against high density laser beams, which, if they hit the eye directly, can damage the retina.





These are some of the notable new grants received during the last year: The Boston Public Schools—\$337,762 to the Graduate College of Education's Institute for Learning and Teaching to provide a range of educational services to Boston students. Harvard Community Health Plan—\$336,762 to the Center for Survey Research for a survey of medical school faculty and students. U. S. Public Health Service/Boston University—\$217,000 to the center to conduct telephone surveys of adults and adolescents on the topics of drunk driving and related risky behaviors. The state's Department of Education—\$290,134 to the Graduate College of Education to develop a training program for people who work with disabled youths. The U.S. Department of Education—\$267,726 to our Department of Educational Support Services to develop an Upward Bound pre-college educational program for military veterans. The state's Division of Capital Planning and Operations—\$199,707 to the Center for the Study of Social Acceptance to examine a range of effects associated with consolidating state-funded mental health facilities.

Research occurs not only throughout the University's academic departments and programs but also at our institutes and centers.

The Institute for Asian American Studies, newly formed in 1993, is a valuable addition to UMass Boston. As the first-ever academic organization in New England to focus on the nation's Asian American population, the institute will conduct research on public policy issues and collect statistical data regarding such concerns as community development, education, employment, and health care.

The Mauricio Gaston Institute for Latino Community Development and Public Policy was established in 1989 to explore issues important to the Latino population in Massachusetts and arrive at public policy recommendations. In the last year, the institute continued its involvement in several research projects, including a survey of ethnic attitudes in several Massachusetts cities that is supported by the Ford, Russell Sage, and Boston foundations, and a long-term, federally funded assessment of the health status of Latina women.


Databases

Recent additions to the Healey Library's electronic database have expanded its access to information, and many of the library's 12 floors have had new overhead lights installed. The library houses some 500,000 carefully selected volumes and is a member of the Boston Library Consortium, whose membership includes 10 local academic libraries.



The Gerontology Institute, established in 1984, analyzes and develops social policy that affects the elderly and their families. Programs at the institute are carried out through two divisions: the Frank J. Manning Research Division and the Public Policy Division. A major thrust of the institute's research is in assessing the productive capacity of older people. Public policy studies at the institute focus on such issues as long-term care, income, and housing, with special attention to the needs of elderly minorities. The institute also publishes quarterly the *Journal of Aging and Social Policy*.


The institute is an important resource for the University's PhD Program in Gerontology, as well as its gerontology certificate programs. Activities at the institute during the last year reflect an organization with a strong sense of purpose. Director Scott Bass organized a cooperative effort with WGBH television to create a film documentary on the late Frank J. Manning, the originator of the advocacy movement for the elderly in Massachusetts. Through the efforts of Professor Yung-Ping Chen, the University's Manning Eminent Scholar, UMass Boston established a fund to support research on elderly Asian Americans.



Last year during February school vacation week a team of UMass Boston faculty and staff led 18 Boston middle school students to the rainforests of Costa Rica, where they hiked the woods, toured the inside of a volcano, and visited Pacific Ocean beaches while gaining an appreciation of the importance of preserving our natural resources.

The institute also formulated a proposal that would establish a federally endowed National Center for Productive Aging to identify productive opportunities for elderly workers and to help remove some of the barriers that prevent older people from finding employment. Students in the gerontology certificate program, the majority of whom are themselves elderly, also are active researchers. At the request of the state Office of Elder Affairs, these students interviewed elderly people who receive medical care at home to assess their interest in assuming more control over their treatment.

The William Joiner Center for the Study of War and Social Consequences celebrated its 10th year of existence as a prominent national organization focusing on veterans' issues. A delegation from the center made presentations to Congressional officials at the annual conference on veterans' issues in Washington, DC. It also assisted investigators examining the possibility that American servicemen may still be held prisoner in Southeast Asia. In addition, the center sponsored a three-day workshop for 35 middle and high school teachers interested in teaching about the history of the Vietnam War.



Some 350 UMass Boston students competed in 19 varsity sports during the year. The University was host to the 28th annual Codfish Bowl Invitational Hockey Tournament and the 25th annual Codfish Bowl Invitational Cross Country Championships.

Dalhousie Agreement

UMass Boston signed an agreement with Dalhousie University in Halifax, Nova Scotia, to promote joint research projects. Besides being actively involved in research and environmental management initiatives in the Gulf of Maine, the campuses plan collaborative ventures examining the pollution of Boston and Halifax harbors.



The John W. McCormack Institute of Public Affairs is nationally recognized as a leader in fostering enlightened debate on public policy. Many of the institute's senior and associate fellows are known in New England for their expertise in such issues as housing, municipal finance, taxation, transportation, crime and punishment, and human rights. The institute administers the University's master's degree program in public affairs, and also provides support for the doctoral program in public policy. Twice a year it publishes the *New England Journal of Public Policy*, whose contributors include academics and public policy specialists. The *Journal* received wide publicity for last year's special issue, *Homelessness: New England and Beyond*.

In April 1993, the Institute marked its 10th anniversary by establishing the John Joseph Moakley Award for Distinguished Public Service. U.S. Congressman Moakley himself was the first recipient of the award, during a ceremony at the Harbor Campus attended by more than 500 people, including then-Mayor of Boston and current U.S. Ambassador to the Vatican Raymond Flynn, Massachusetts Senate President William Bulger, Speaker of the Massachusetts House of Representatives Charles Flaherty, U.S. Congressman and majority whip David Bonior, and former Speaker of the U.S. House of Representatives Thomas P. O'Neill, Jr.

The William Monroe Trotter Institute for the Study of Black Culture sponsors lectures, research, and public policy forums on issues that affect the black community and society at large. In the last year the institute collaborated with the Criminal Justice Institute of Harvard University Law School to produce for the NAACP *Beyond the Rodney King Story*, a 220-page report on police conduct in six cities in the United States. The institute's journal, *The Trotter Review*, focused in its fall 1992 edition on the presidential election and featured a special analysis by the Reverend Jesse Jackson. The spring issue, published in collaboration with the University's Joiner Center, examined the experiences of black war veterans.



The Urban Harbors Institute conducts research on issues ranging from water quality to waterfront development. It is associated with the University's programs in environmental sciences, geography, and management. Its staff has expertise in public policy, coastal resource management, marine law, economics, waterfront planning, international coastal zone management, and education. During the last year the institute sponsored several forums and workshops, and published numerous significant studies. One of its brightest achievements was a sweeping analysis of Stellwagen Bank, a center for commercial fishing and marine research extending across Massachusetts Bay from Cape Ann to Cape Cod. The institute's report on the region was instrumental in giving Stellwagen Bank protection under the federal Marine Protection, Research, and Sanctuaries Act.

Institute researchers continued their analysis of the nation's ferry systems in a project, supported by the federal Department of Transportation, which is examining the potential of water transportation systems. The institute also published several special reports, including a summary of the impact of the American with Disabilities Act on the water transportation industry, a directory of education programs that focus on coastal marine issues, and an analysis of the management of coastal lagoons and bays. And the institute assisted public school educators in the towns of Hull and Fairhaven interested in integrating environmental studies into their curricula.

The Center for Survey Research interviewed nearly 11,000 people over the course of a year while conducting research on a vast range of important issues. As part of a huge national study funded by the Ford, Russell Sage, and Boston foundations the CSR continued its analysis of racial attitudes, segregation, and labor market dynamics in the Greater Boston area. For another CSR project, the National Institute for Health awarded approximately \$2.5 million over the next five years to support a second five-year investigation of stress in teenagers. Included among the CSR's many other surveys are examinations of pedestrian behavior, how Medicare patients fare following surgery for prostate cancer, the quality of life of AIDS patients, the effect of a hospital closing on the population it serves, and the difficulties that physicians encounter in performing certain medical procedures.

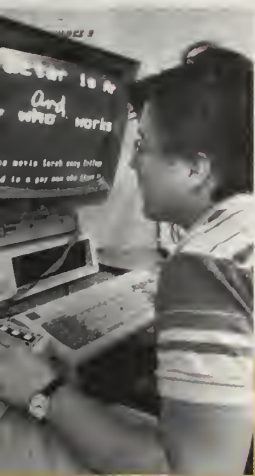
UMass Boston was awarded a \$240,000 U. S. Department of Education grant to help public colleges and universities in the state establish special computer laboratories for students with disabilities. The University's Adaptive Computer Lab, which since 1987 has served hundreds of physically challenged students, is a model for such facilities.

International Symposium

Historians and political scientists from the United States and Italy, as well as former and current officials of the Italian government, participated last March in a three-day international symposium on Italian socialism at the John F. Kennedy Library and Museum. The symposium,

organized by the library with UMass Boston and Italy's Consulate General in Boston, examined a century of Italian Democratic Socialism from 1892 to the present.

PUBLIC SCHOOL PARTNERSHIPS



UMass Boston is a leader among Boston-area higher education institutions working to improve the quality of public education. The University mounts almost 40 programs directly addressing the needs of students and their teachers in grades K-12. It contributes in goods and services close to \$3 million annually to ensure that young scholars receive academic enrichment, ranging from academic guidance to language, math, and science skills to career information, psychotherapy, and recreational opportunities.

The Urban Scholars Program since 1983 has provided accelerated courses and a summer institute in mathematics, science, and language skills to prepare promising high school students for success in college. Students come from Dorchester, Jeremiah Burke, and South Boston High Schools. Nearly all of the more than 500 Urban Scholars to date have enrolled at higher education institutions, including Harvard, Cornell, Brown, Michigan, Wellesley, UMass Amherst, and UMass Boston. The program also includes students who attend or are graduates of the seven middle schools located in Boston's east zone district, including the Dorchester, Hyde Park, Mattapan, and South Boston communities.

Tobacco Study

Community Guests

Under a \$700,000 grant from the state Department of Public Health, the Center for Survey Research will study tobacco use, as well as attitudes toward it and knowledge of its health effects. The Center's survey will benefit state programs to reduce smoking.

The campus opened its doors to over 800 community organizations and government agencies, including members of the Vietnamese community, the Department of Social Services, and Boston firms raising money for cystic fibrosis research.

The Upward Bound Program, in place at UMass Boston since 1966 and supported by federal funds, offers workshops each year to build the academic skills and self-esteem of about 100 high school students from educationally and economically disadvantaged backgrounds. The students—the first college-bound generation in their families—come from South Boston, Dorchester, Jeremiah E. Burke, Madison Park, and West Roxbury High Schools. They travel to the Harbor Campus two days a week after school to take basic courses in math, science, and English. In the summer, they spend six weeks at UMass Amherst attending classes, participating in workshops, and gaining familiarity with college life. Eighty-five percent of the students who take part in UMass Boston Upward Bound go on to college.

The Admission Guaranteed Program (AGP), introduced in 1990, guarantees admission to UMass Boston for students at Jeremiah E. Burke, Dorchester, and South Boston high schools who successfully complete a prescribed group of courses. The first class of AGP students will enter the University in September, 1994. AGP helps students and their parents formulate clear educational goals and understand how to achieve them; it also heightens students' preparedness for higher education. Students begin AGP as high school freshmen and pursue it throughout their high school years. UMass Boston faculty, staff, and student volunteers act as their mentors. During the fall of their senior year, AGP students participate in seminars designed to guide them through the college admission and financial aid processes.

Another Course to College (ACC) is a public high school in Boston established in 1975 with the University's assistance. ACC offers intensive, college-prep-level instruction to high school juniors and seniors who have the potential to excel but have not done so in regular school settings. Eighty percent are female; 85% are African American. ACC students use many UMass Boston resources, including the Healey Library and the Clark Athletic Center. Some ACC seniors enroll in University courses. During the last year ACC worked with the University's Trotter Institute to develop a black studies course.

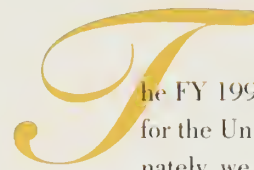
The TAG Hispanic Program gives talented and gifted middle and high school students intensive instruction to help them succeed in high school. The specific goal: to prepare Latino middle school students for the entrance exam required by Boston's three academically selective public high schools: Boston Latin, Boston Latin Academy, and Boston Technical. Each academic year, 100 TAG students take accelerated classes at the University in mathematics, science, computers, writing, drama, and culture; and 110 TAG students attend a four-week summer institute.

Project Alerta, modeled after the TAG program, focuses on Latino students in the 3rd through 5th grades. The 240 Alerta students who enroll during the academic year come from elementary schools in Dorchester, Jamaica Plain, Roxbury and the South End. Last summer 50 students attended Alerta classes at the Harbor Campus, the project's highest-ever summer enrollment.

Campus radio station WUMB (91.9) FM celebrated its 10th anniversary by attracting a sellout crowd of 1,800 supporters to a concert at Sanders Theater in Cambridge. The station's collection of folk and cultural music is unique among local stations, and its listenership this year increased to 50,000 per week, the largest ever.

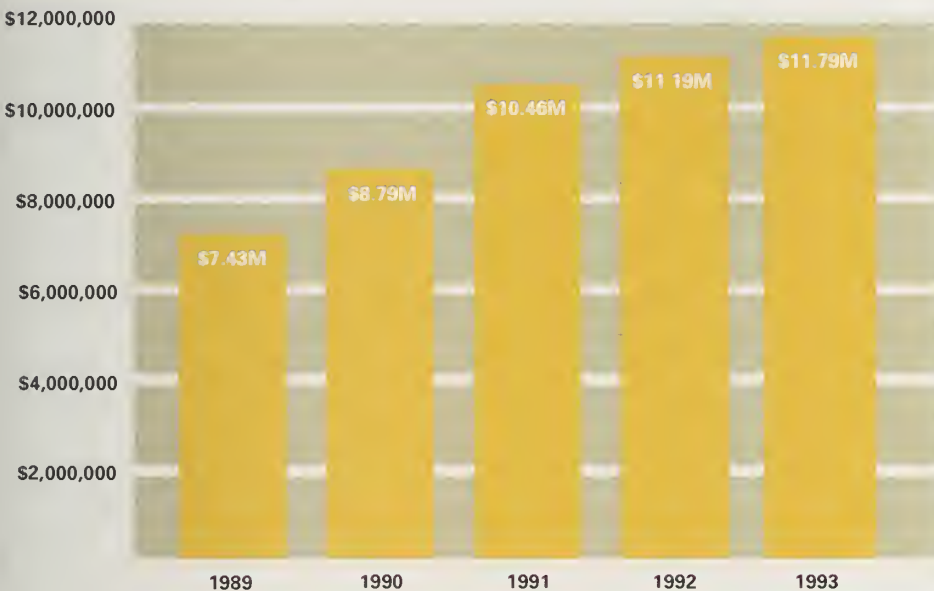
91.9

THE 1992-1993 BUDGET



he FY 1993 operating budget of \$112.9 million for the University was modestly stable. Fortunately, we were not forced to absorb any sudden cuts as in previous years (since 1988 we have lost about one third of our state support). Our balance sheets were helped by a 4% increase in the state maintenance appropriation, to \$38,738,880, and a move to 100% tuition retention, which unfortunately we lost for FY 1994. The financial picture was also helped by a growth in curriculum fee revenue and by enrollment gains. We also were pleased to realize a 5% growth in grant and contract revenues and a sizeable increase in the total amount of gifts to the University. On the cost side of the ledger, the University, in furthering the expansion of graduate programs, saw increases in instruction expenditures, to \$40,941,699; in research expenditures, to \$8,411,870; and in public service expenditures, to \$1,613,990. However, our spending in academic and instructional technology support, equipment, educational supplies, student services, and financial aid remained limited, making it difficult to meet current and future program needs. Personnel costs amounted to approximately \$51 million, or 45% of the operating budget, and this sum reflected the implementation of a long-overdue state-mandated pay raise.

Growth of Sponsored Projects, Fiscal 1989 – Fiscal 1993



Enrollment Growth

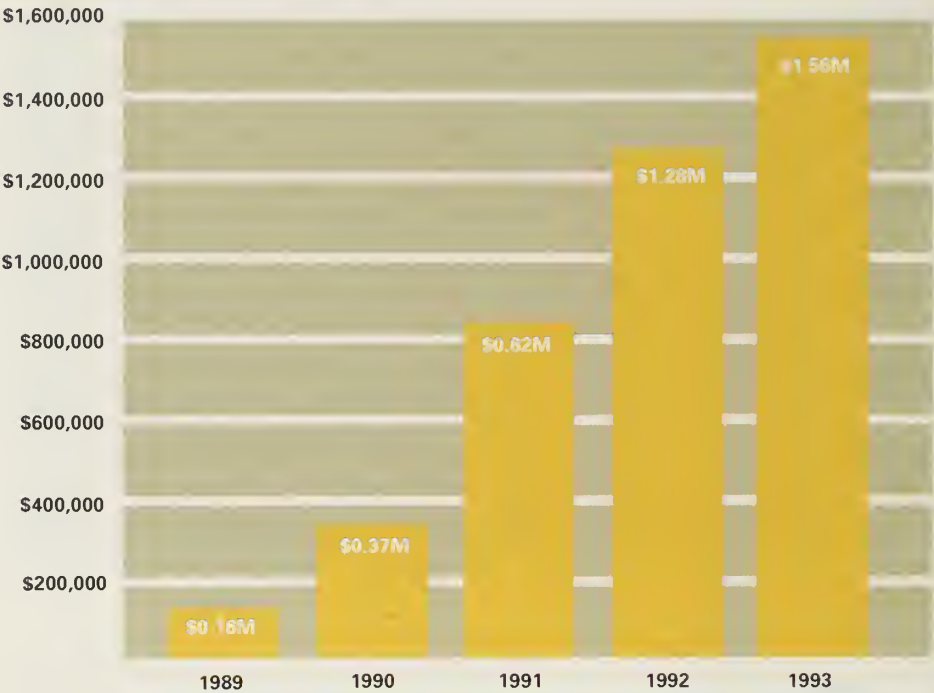


The University's fall 1992 enrollment of 11,775 showed a 1.5% increase over the previous year. More than 25% of our degree-seeking undergraduates were persons of color, up from 18% in 1988.

The University's 1992-1993 fundraising projects continued to build support among the Boston business community, foundations, and civic and labor organizations, as well as alumni, faculty, and staff. We raised \$1,564,241, a 22% increase over the previous year. Gifts and grants came from a variety of sources. Support by individuals rose by 28 percent to \$475,209, and the percentage of alumni who gave to the University increased from 5.8% in FY 1992 to 7.3% in FY 1993. Corporate and foundation donations to the University grew by 21% to \$1,015,679.

The gifts and grants were earmarked for the following activities: Academic and student support programs, \$391,330; enrichment programs for pre-college students, \$143,869; enhancement of diversity and faculty development, \$83,853; radio station WUMB-FM, \$166,421; public and private partnership initiatives, \$53,435; public service and research, \$393,865; student athletics and student life, \$32,896; scholarships and financial aid, \$199,575; and undesignated activities, \$85,997.

Revenue from Development Activity, Fiscal 1989 – 1993



BAY RESEARCH

Environmental sciences professors Tracy Villareal and George Gardner received a \$200,000 federal grant to study how Cape Cod Bay is influenced by the flow of water from Massachusetts Bay. Their research will measure the impact of the Boston Harbor outfall pipe on Cape Cod Bay.

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